DOCUMENT RESUME

ED 476 191 CS 512 272

TITLE	The Nation's Report Card: State Writing 2002 Reports for Grade 8.
INSTITUTION	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-2003-532
PUB DATE	2003-07-10
NOTE	49p.; See CS 512 269-271 for related reports.
AVAILABLE FROM	For full text: http://nces.ed.gov/nationsreportcard/pubs/stt2002/20035328.asp.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Comparative Analysis; *Grade 8; Junior High Schools; *National Competency Tests; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results; *Writing Achievement; Writing Research
IDENTIFIERS	*National Assessment of Educational Progress; State Writing Assessments

ABSTRACT

This document compiles the one-page state "snapshot reports" for the 2002 National Assessment of Educational Progress (NAEP) writing assessment at grade 8. In 2002, 44 states and 6 jurisdictions at grade 8 participated in the writing assessment. Three states at grade 8 did not meet minimum school participation guidelines for reporting their results in 2002. Each participating jurisdiction receives its own customized state report. Within each state report the overall scale score and achievement level results are provided, in addition to student subgroup results. The 2002 NAEP program included state-level assessments in reading and writing at grades 4 and 8, and national-level assessments in reading and writing at grades 4, 8, and 12. The state reports and their companion, "The Nation's Report Card: Writing Highlights 2002," provide a look at the main results of the NAEP 2002 writing assessment. (RS)

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ED 476 191

The Nation's Report Card: State Writing 2002 Reports for Grade 8.

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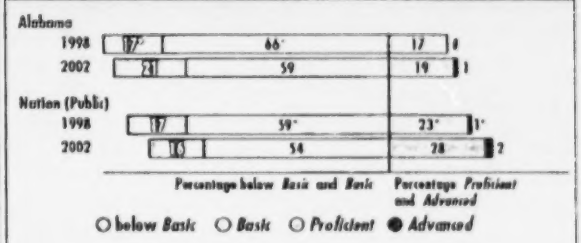
CS 512 272

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Alabama

- The average scale score for eighth-grade students in Alabama was 142. This was not found to be significantly different[1] from the average score (144) in 1998.
- Alabama's average score (142) was lower than that of the nation's public schools (152).
- Students' average scale scores in Alabama were higher than those in 6 jurisdictions[2], not significantly different from those in 8 jurisdictions, and lower than those in 32 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 20 percent. This percentage was not found to be significantly different from 1998 (17).

Student Percentage at Each Achievement Level



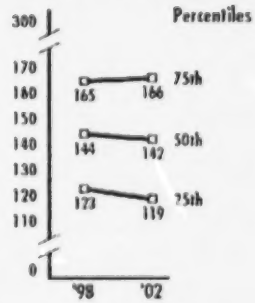
Performance of NAEP Reporting Groups in Alabama

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	130	31	58 ↓	11	#
Female	50	153	12	60	26	2
White	62	150	14	60 ↓	25	1
Black	36	127	34	58	9	#
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	42	129	31	61	9	#
Not eligible	42	151	13	59	26	1
Information not available	16	150	18	53	27	2

Average Score Gaps Between Selected Groups

- Female students in Alabama had an average score that was higher than that of male students (23 points). This performance gap was not significantly different from that of 1998 (19 points).
- White students had an average score that was higher than that of Black students (23 points). This performance gap was not significantly different from that of 1998 (21 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Alabama.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (22 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

American Samoa
Grade 8
Public School

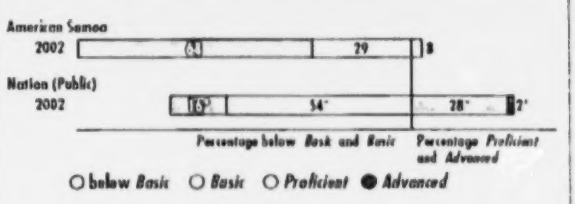
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for American Samoa

- The average scale score for eighth-grade students in American Samoa was 95.
- American Samoa's average score (95) was lower[1] than that of the nation's public schools (152).
- Students' average scale scores in American Samoa were lower than those in 46 jurisdictions[2].
- The percentage of students who performed at or above the NAEP *Proficient* level was 3 percent. The percentage of students who performed at or above the *Basic* level was 32 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in American Samoa

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	85 ↓	77 ↑	21 ↓	2 ↓	0
Female	50	104 ↓	60 ↑	36 ↓	4 ↓	#
White	#	—	—	—	—	—
Black	0	—	—	—	—	—
Hispanic	#	—	—	—	—	—
Asian/Pacific Islander	100	94 ↓	68 ↑	28 ↓	3 ↓	#
American Indian/Alaska Native	0	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	100	95 ↓	68 ↑	29 ↓	3 ↓	#
Not eligible	0	—	—	—	—	—
Information not available	#	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in American Samoa had an average score that was higher than that of male students (19 points). This performance gap was not significantly different from that of the Nation (21 points).
- The sample size was not sufficient to permit a reliable estimate for White students compared to Black students in American Samoa.
- The sample size was not sufficient to permit a reliable estimate for White students compared to Hispanic students in American Samoa.
- The sample size was not sufficient to permit a reliable estimate for Students who were not eligible for free/reduced-price school lunch compared to students who were eligible in American Samoa.

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution 25th Percentile	50th Percentile	75th Percentile
American Samoa	*66* ↓	*94* ↓	*122* ↓
Nation (Public)	*127*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in American Samoa scored below *122*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from American Samoa. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

Arizona
Grade 8
Public School

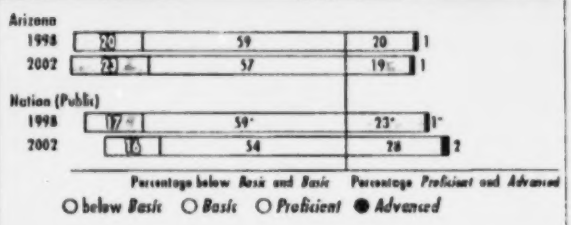
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Arizona

- The average scale score for eighth-grade students in Arizona was 141. This was not found to be significantly different[1] from the average score (143) in 1998.
- Arizona's average score (141) was lower than that of the nation's public schools (152).
- Students' average scale scores in Arizona were higher than those in 5 jurisdictions[2], not significantly different from those in 9 jurisdictions, and lower than those in 32 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 20 percent. This percentage was not found to be significantly different from 1998 (21).

Student Percentage at Each Achievement Level



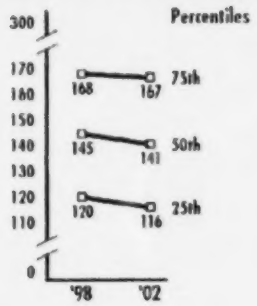
Performance of NAEP Reporting Groups in Arizona

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	130	32	58	11	#
Female	50	153	14	56	28	2
White	57	150	16	57	26	1
Black	5	137	23	64	12	1
Hispanic	30	126	36	55	9	#
Asian/Pacific Islander	2	—	—	—	—	—
American Indian/Alaska Native	6	126	34	58	7	#
Free/reduced-priced school lunch						
Eligible	34	126	36	55	9	#
Not eligible	53	150	15	59	25	1
Information not available	14	144	23	53	23	1

Average Score Gaps Between Selected Groups

- Female students in Arizona had an average score that was higher than that of male students (23 points). This performance gap was not significantly different from that of 1998 (20 points).
- White students had an average score that was higher than that of Black students (13 points). This performance gap was narrower than that of 1998 (30 points).
- White students had an average score that was higher than that of Hispanic students (24 points). This performance gap was not significantly different from that of 1998 (26 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (24 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State **Writing 2002**

Arkansas
Grade 8
Public School

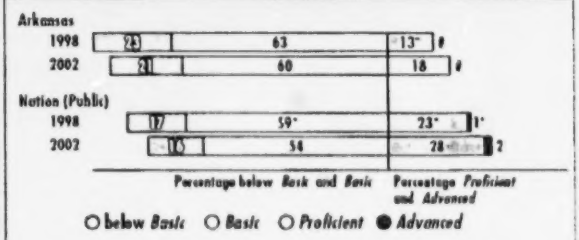
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Arkansas

- The average scale score for eighth-grade students in Arkansas was 142. This was higher[1] than the average score (137) in 1998.
- Arkansas' average score (142) was lower than that of the nation's public schools (152).
- Students' average scale scores in Arkansas were higher than those in 6 jurisdictions[2], not significantly different from those in 8 jurisdictions, and lower than those in 32 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 19 percent. This percentage was greater than 1998 (13).

Student Percentage at Each Achievement Level



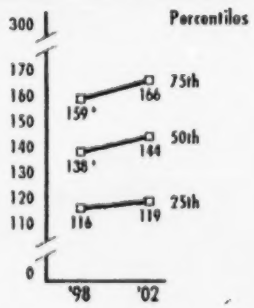
Performance of NAEP Reporting Groups in Arkansas

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	53	132 ↑	30	59	11 ↑	#
Female	47	153 ↑	12	60	27 ↑	#
White	73	147 ↑	16	61	22 ↑	#
Black	23	125 ↑	37	56	8	0
Hispanic	3	130	34	54	12	0
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	44	131 ↑	31 ↓	58	11 ↑	#
Not eligible	54	150 ↑	14	61	25 ↑	#
Information not available	2	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Arkansas had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of 1998 (23 points).
- White students had an average score that was higher than that of Black students (22 points). This performance gap was not significantly different from that of 1998 (23 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Arkansas in 1998.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was not significantly different from that of 1998 (23 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

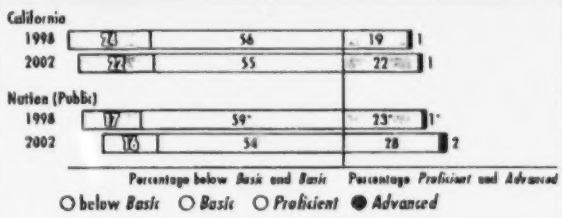
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for California

- The average scale score for eighth-grade students in California was 144. This was not found to be significantly different[1] from the average score (141) in 1998.
- California's average score (144) was lower than that of the nation's public schools (152).
- Students' average scale scores in California were higher than those in 6 jurisdictions[2], not significantly different from those in 13 jurisdictions, and lower than those in 27 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 23 percent. This percentage was not found to be significantly different from 1998 (20).

Student Percentage at Each Achievement Level



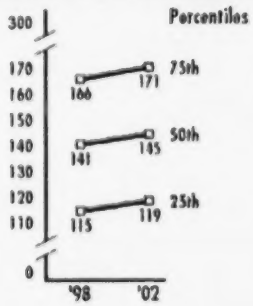
Performance of NAEP Reporting Groups in California

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	137	27	56	17	#
Female	48	152	16	54	28	2
White	37	156	12	54	32	2
Black	7	128	34	57	10	#
Hispanic	42	132 ↑	30	57	12	#
Asian/Pacific Islander	13	155	15	49	34	3
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	36	132 ↑	31	56	13 ↑	#
Not eligible	46	158	11	54	32	2
Information not available	18	145	21	57	22	1

Average Score Gaps Between Selected Groups

- Female students in California had an average score that was higher than that of male students (15 points). This performance gap was not significantly different from that of 1998 (15 points).
- White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of 1998 (20 points).
- White students had an average score that was higher than that of Hispanic students (24 points). This performance gap was not significantly different from that of 1998 (30 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (33 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

The results based on students' eligibility for free/reduced-price lunch in California do not include the district of Los Angeles.

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State **Writing 2002**

Connecticut
Grade 8
Public School

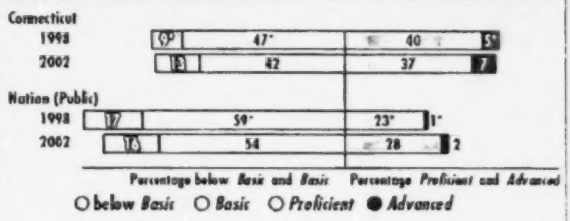
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Connecticut

- The average scale score for eighth-grade students in Connecticut was 164. This was not found to be significantly different[1] from the average score (165) in 1998.
- Connecticut's average score (164) was higher than that of the nation's public schools (152).
- Students' average scale scores in Connecticut were higher than those in 41 jurisdictions[2], and not significantly different from those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 45 percent. This percentage was not found to be significantly different from 1998 (44).

Student Percentage at Each Achievement Level



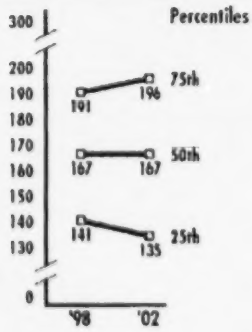
Performance of NAEP Reporting Groups in Connecticut

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	155	17	48 ↓	31	4 ↑
Female	49	174	8	37	44	11 ↑
White	70	175	7	38	45	10 ↑
Black	14	134	30	55	14	1
Hispanic	12	136	28	55	16	1
Asian/Pacific Islander	3	172	11	34	47	9
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	30	143	25	51	21	3
Not eligible	62	174	8	38	45	9 ↑
Information not available	8	172	8	40	42	10

Average Score Gaps Between Selected Groups

- Female students in Connecticut had an average score that was higher than that of male students (20 points). This performance gap was not significantly different from that of 1998 (19 points).
- White students had an average score that was higher than that of Black students (41 points). This performance gap was not significantly different from that of 1998 (34 points).
- White students had an average score that was higher than that of Hispanic students (39 points). This performance gap was not significantly different from that of 1998 (36 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (31 points). This performance gap was not significantly different from that of 1998 (33 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

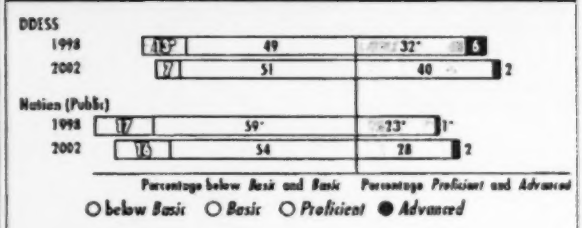
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for DDESS

- The average scale score for eighth-grade students in DDESS was 164. This was not found to be significantly different[1] from the average score (160) in 1998.
- DDESS' average score (164) was higher than that of the nation's public schools (152).
- Students' average scale scores in DDESS were higher than those in 41 jurisdictions[2], and not significantly different from those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 42 percent. This percentage was not found to be significantly different from 1998 (38).

Student Percentage at Each Achievement Level



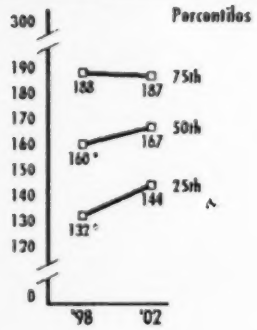
Performance of NAEP Reporting Groups in DDESS

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	47	153	12	60	27	1
Female	53	174	3	43	50 ↑	4
White	38	171	6	43	48	3
Black	23	154	9	64	26	1
Hispanic	20	160	9	53	37	1
Asian/Pacific Islander	6	—	—	—	—	—
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	25	155	11	58	30	1
Not eligible	54	165	7	49	41	3
Information not available	21	172	3	48	47	3

Average Score Gaps Between Selected Groups

- Female students in DoDEA/DDESS had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of 1998 (17 points).
- White students had an average score that was higher than that of Black students (17 points). This performance gap was not significantly different from that of 1998 (17 points).
- White students had an average score that was higher than that of Hispanic students (12 points). This performance gap was not significantly different from that of 1998 (14 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (10 points). This performance gap was not significantly different from that of 1998 (5 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

DoDDS
Grade 8
Public School

Snapshot Report

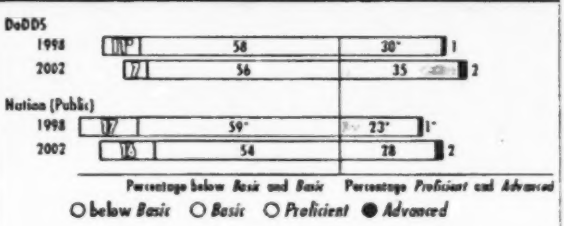
NCES 2003-513

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for DoDDS

- The average scale score for eighth-grade students in DoDDS was 161. This was higher[1] than the average score (156) in 1998.
- DoDDS' average score (161) was higher than that of the nation's public schools (152).
- Students' average scale scores in DoDDS were higher than those in 41 jurisdictions[2], and not significantly different from those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 37 percent. This percentage was greater than 1998 (31).

Student Percentage at Each Achievement Level



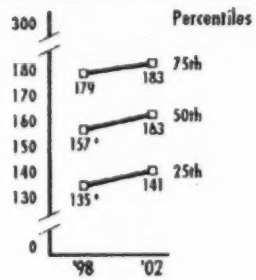
Performance of NAEP Reporting Groups in DoDDS

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	150 ↑	12	65	23	#
Female	50	173 ↑	3	46	48 ↑	3
White	48	166	6	51	40	2
Black	15	149	14	61	24	#
Hispanic	7	155	8	64	27	1
Asian/Pacific Islander	9	161	7	58	34	1
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	6	159	8	56	36	#
Not eligible	23	163	6	54	38	2
Information not available	71	161	8	56	35	2

Average Score Gaps Between Selected Groups

- Female students in DoDEA/DoDDS had an average score that was higher than that of male students (23 points). This performance gap was not significantly different from that of 1998 (18 points).
- White students had an average score that was higher than that of Black students (17 points). This performance gap was not significantly different from that of 1998 (13 points).
- White students had an average score that was higher than that of Hispanic students (10 points). This performance gap was not significantly different from that of 1998 (6 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was not found to be significantly different from that of students who were eligible. Students who were not eligible for free/reduced-price school lunch had an average score that was not found to be significantly different from students who were eligible in 1998.

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

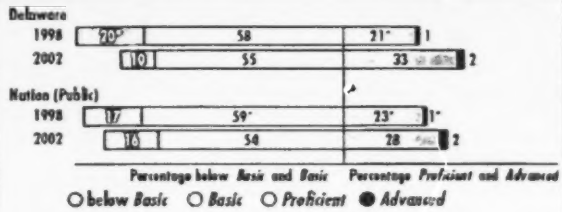
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Delaware

- The average scale score for eighth-grade students in Delaware was 159. This was higher[1] than the average score (144) in 1998.
- Delaware's average score (159) was higher than that of the nation's public schools (152).
- Students' average scale scores in Delaware were higher than those in 34 jurisdictions[2], not significantly different from those in 7 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 35 percent. This percentage was greater than 1998 (22).

Student Percentage at Each Achievement Level



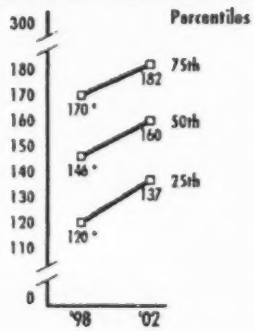
Performance of NAEP Reporting Groups in Delaware

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	150 ↑	15 ↓	60	24 ↑	1
Female	49	168 ↑	5 ↓	50	41 ↑	3
White	64	165 ↑	7 ↓	50 ↓	40 ↑	3
Black	29	145 ↑	16 ↓	66	18 ↑	#
Hispanic	5	144 ↑	17	63	20	#
Asian/Pacific Islander	2	182	4	34	53	10
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	32	142 ↑	20 ↓	63	17 ↑	#
Not eligible	68	167 ↑	5 ↓	51 ↓	40 ↑	3
Information not available	1	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Delaware had an average score that was higher than that of male students (18 points). This performance gap was not significantly different from that of 1998 (22 points).
- White students had an average score that was higher than that of Black students (20 points). This performance gap was not significantly different from that of 1998 (21 points).
- White students had an average score that was higher than that of Hispanic students (21 points). This performance gap was not significantly different from that of 1998 (18 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of 1998 (25 points).

Writing Scale Scores at Selected Percentiles



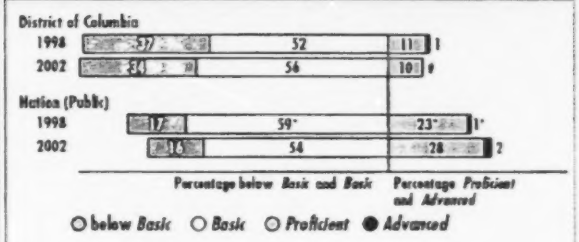
Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for District of Columbia

- The average scale score for eighth-grade students in District of Columbia was 128. This was not found to be significantly different[1] from the average score (126) in 1998.
- District of Columbia's average score (128) was lower than that of the nation's public schools (152).
- Students' average scale scores in District of Columbia were higher than those in 1 jurisdiction, not significantly different from those in 2 jurisdictions[2], and lower than those in 43 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 10 percent. This percentage was not found to be significantly different from 1998 (11).

Student Percentage at Each Achievement Level



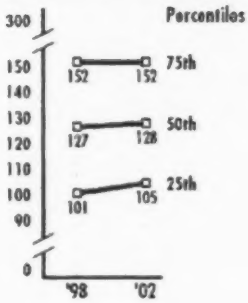
Performance of NAEP Reporting Groups in District of Columbia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	120	43	52	6	#
Female	51	136	25	61	14	#
White	3	—	—	—	—	—
Black	87	126	36	57	8	#
Hispanic	8	130	33	56	11	0
Asian/Pacific Islander	2	—	—	—	—	—
American Indian/Alaska Native	0	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	67	123	39	55	6	#
Not eligible	32	140	23	60	16	#
Information not available	1	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in District of Columbia had an average score that was higher than that of male students (16 points). This performance gap was not significantly different from that of 1998 (21 points).
- The sample size was not sufficient to permit a reliable estimate for White students compared to Black students in District of Columbia.
- The sample size was not sufficient to permit a reliable estimate for White students compared to Hispanic students in District of Columbia.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was not significantly different from that of 1998 (21 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

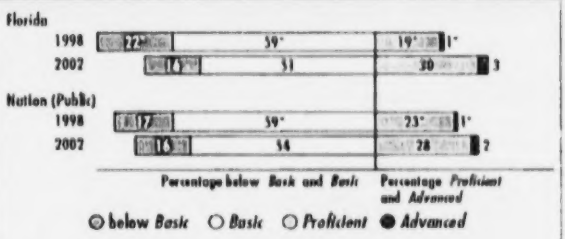
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Florida

- The average scale score for eighth-grade students in Florida was 154. This was higher[1] than the average score (142) in 1998.
- Florida's average score (154) was not found to be significantly different from that of the nation's public schools (152).
- Students' average scale scores in Florida were higher than those in 20 jurisdictions[2], not significantly different from those in 19 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 32 percent. This percentage was greater than 1998 (19).

Student Percentage at Each Achievement Level



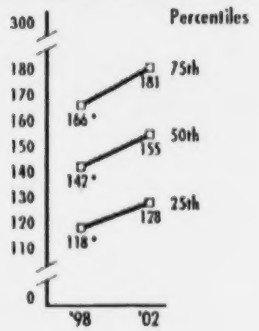
Performance of NAEP Reporting Groups in Florida

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	141 ↑	24 ↓	56	19 ↑	1
Female	50	166 ↑	8 ↓	47 ↓	40 ↑	5 ↑
White	55	163 ↑	10 ↓	50 ↓	36 ↑	4 ↑
Black	23	137 ↑	26 ↓	58	16 ↑	1
Hispanic	18	144 ↑	24	50	25 ↑	1
Asian/Pacific Islander	2	167	9	44	42	5
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	43	141 ↑	24 ↓	56	19 ↑	1
Not eligible	52	163 ↑	10	48 ↓	38 ↑	4 ↑
Information not available	5	162	11	50	34	5

Average Score Gaps Between Selected Groups

- Female students in Florida had an average score that was higher than that of male students (25 points). This performance gap was not significantly different from that of 1998 (22 points).
- White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (24 points).
- White students had an average score that was higher than that of Hispanic students (19 points). This performance gap was not significantly different from that of 1998 (14 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (23 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State **Writing 2002**

Georgia
Grade 8
Public School

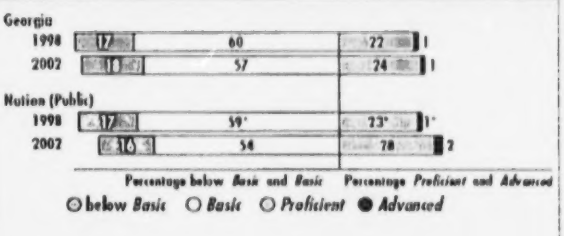
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Georgia

- The average scale score for eighth-grade students in Georgia was 147. This was not found to be significantly different[1] from the average score (146) in 1998.
- Georgia's average score (147) was lower than that of the nation's public schools (152).
- Students' average scale scores in Georgia were higher than those in 13 jurisdictions[2], not significantly different from those in 12 jurisdictions, and lower than those in 21 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 25 percent. This percentage was not found to be significantly different from 1998 (23).

Student Percentage at Each Achievement Level



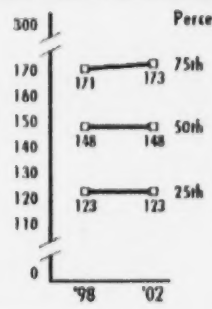
Performance of NAEP Reporting Groups in Georgia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	137	25	60	15	#
Female	49	158	11	55	33	2
White	54	156	13	54	31	2
Black	37	138	23	62	14	#
Hispanic	5	119	42	51	6	#
Asian/Pacific Islander	3	152	14	60	26	1
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	40	134	27	60	13	#
Not eligible	55	156	12	55	31	2
Information not available	5	152	15	57	27	2

Average Score Gaps Between Selected Groups

- Female students in Georgia had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of 1998 (18 points).
- White students had an average score that was higher than that of Black students (18 points). This performance gap was not significantly different from that of 1998 (24 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Georgia in 1998.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (25 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State **Writing 2002**

Guam
Grade 8
Public School

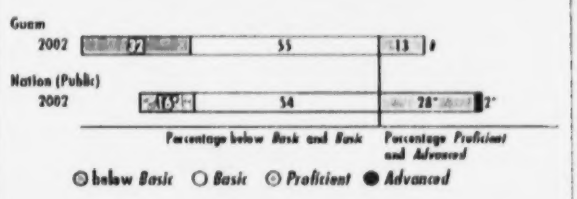
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Guam

- The average scale score for eighth-grade students in Guam was 130.
- Guam's average score (130) was lower[1] than that of the nation's public schools (152).
- Students' average scale scores in Guam were higher than those in 1 jurisdiction, not significantly different from those in 2 jurisdictions[2], and lower than those in 43 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 13 percent. The percentage of students who performed at or above the *Basic* level was 68 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Guam

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	121 ↓	40 ↑	52 ↓	8 ↓	#
Female	49	140 ↓	22 ↑	60 ↑	18 ↓	#
White	2	—	—	—	—	—
Black	#	—	—	—	—	—
Hispanic	#	—	—	—	—	—
Asian/Pacific Islander	96	130 ↓	32 ↑	55 ↑	12 ↓	#
American Indian/Alaska Native	0	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	30	115 ↓	46 ↑	47 ↓	6 ↓	#
Not eligible	69	137 ↓	25 ↑	59 ↑	15 ↓	#
Information not available	1	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Guam had an average score that was higher than that of male students (19 points). This performance gap was not significantly different from that of the Nation (21 points).
- The sample size was not sufficient to permit a reliable estimate for White students compared to Black students in Guam.
- The sample size was not sufficient to permit a reliable estimate for White students compared to Hispanic students in Guam.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of the Nation (25 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Guam	*105* ↓	*131* ↓	*156* ↓
Nation (Public)	*127*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Guam scored below *156*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Guam. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

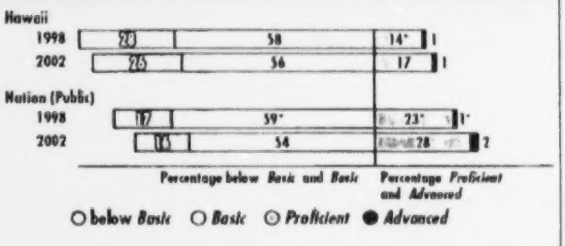
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Hawaii

- The average scale score for eighth-grade students in Hawaii was 138. This was not found to be significantly different[1] from the average score (135) in 1998.
- Hawaii's average score (138) was lower than that of the nation's public schools (152).
- Students' average scale scores in Hawaii were higher than those in 4 jurisdictions[2], not significantly different from those in 3 jurisdictions, and lower than those in 39 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 18 percent. This percentage was greater than 1998 (15).

Student Percentage at Each Achievement Level



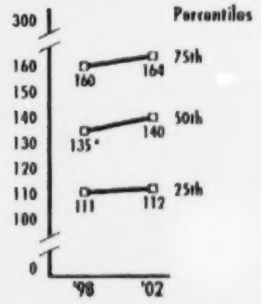
Performance of NAEP Reporting Groups in Hawaii

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	126	36	54	9	#
Female	48	150	15	58	26	1
White	16	142	21	58	20	1
Black	2	139	21	62	17	0
Hispanic	2	—	—	—	—	—
Asian/Pacific Islander	68	137	27	56	17	1
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	40	126	38	53	10	#
Not eligible	59	146 ↑	18	58	23 ↑	1
Information not available	1	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Hawaii had an average score that was higher than that of male students (24 points). This performance gap was not significantly different from that of 1998 (24 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Hawaii in 1998.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Hawaii.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of 1998 (19 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

Idaho
Grade 8
Public School

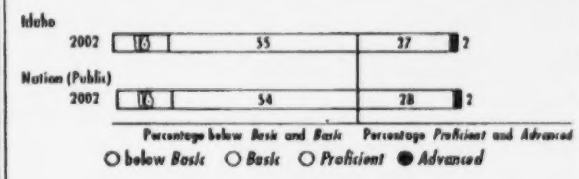
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Idaho

- The average scale score for eighth-grade students in Idaho was 151.
- Idaho's average score (151) was not found to be significantly different[1] from that of the nation's public schools (152).
- Students' average scale scores in Idaho were higher than those in 17 jurisdictions[2], not significantly different from those in 17 jurisdictions, and lower than those in 12 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 29 percent. The percentage of students who performed at or above the *Basic* level was 84 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Idaho

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	138 ↓	25	60	15	#
Female	48	165	7 ↓	50	40	3
White	88	153 ↓	15 ↑	55	29 ↓	2
Black	1	---	---	---	---	---
Hispanic	9	130	31	59	11	#
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	32	140	25	56	18 ↑	1
Not eligible	60	156 ↓	12 ↑	54	31	2
Information not available	8	154	14	54	30	2

Average Score Gaps Between Selected Groups

- Female students in Idaho had an average score that was higher than that of male students (27 points). This performance gap was wider than that of the Nation (21 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Idaho.
- White students had an average score that was higher than that of Hispanic students (22 points). This performance gap was not significantly different from that of the Nation (24 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was narrower than that of the Nation (25 points).

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution 25th Percentile	50th Percentile	75th Percentile
Idaho	*127*	*152*	*177*
Nation (Public)	*127*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Idaho scored below *177*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Idaho. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Indiana
Grade 8
Public School

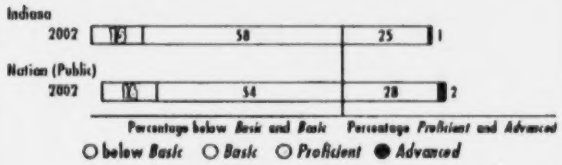
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Indiana

- The average scale score for eighth-grade students in Indiana was 150.
- Indiana's average score (150) was not found to be significantly different[1] from that of the nation's public schools (152).
- Students' average scale scores in Indiana were higher than those in 15 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 15 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 26 percent. The percentage of students who performed at or above the *Basic* level was 85 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Indiana

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	138	23	61	15	#
Female	50	162	8	55	36	2
White	86	153 ↓	13	58 ↑	28 ↓	1 ↓
Black	9	125 ↓	35	58	7	#
Hispanic	2	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	25	138	24	60	16	#
Not eligible	69	155 ↓	12	57 ↑	29 ↓	1 ↓
Information not available	6	144	20	58	22	0

Average Score Gaps Between Selected Groups

- Female students in Indiana had an average score that was higher than that of male students (24 points). This performance gap was not significantly different from that of the Nation (21 points).
- White students had an average score that was higher than that of Black students (27 points). This performance gap was not significantly different from that of the Nation (25 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Indiana.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was narrower than that of the Nation (25 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Indiana	*127*	*152*	*174*
Nation (Public)	*127*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Indiana scored below *174*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Indiana. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

Kansas
Grade 8
Public School

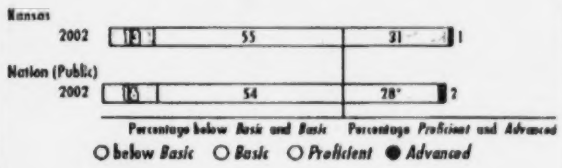
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Kansas

- The average scale score for eighth-grade students in Kansas was 155.
- Kansas' average score (155) was not found to be significantly different[1] from that of the nation's public schools (152).
- Students' average scale scores in Kansas were higher than those in 23 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 32 percent. The percentage of students who performed at or above the *Basic* level was 87 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Kansas

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	144	19 ↓	62 ↑	19	#
Female	49	166 ↑	8	47	43 ↑	2
White	80	159	10	54	35	1 ↓
Black	8	135	26	61	13	#
Hispanic	7	132	32	55	13	0
Asian/Pacific Islander	2	—	—	—	—	—
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	30	140	22	60	17	#
Not eligible	67	160	10	52	36	2
Information not available	3	170	6	46	44	4

Average Score Gaps Between Selected Groups

- Female students in Kansas had an average score that was higher than that of male students (23 points). This performance gap was not significantly different from that of the Nation (21 points).
- White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of the Nation (25 points).
- White students had an average score that was higher than that of Hispanic students (27 points). This performance gap was not significantly different from that of the Nation (24 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of the Nation (25 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Kansas	*132* ↑	*157* ↑	*179*
Nation (Public)	*127*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Kansas scored below *179*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Kansas. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

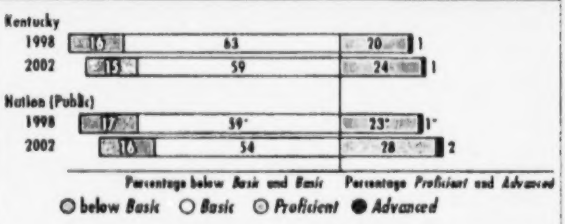
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Kentucky

- The average scale score for eighth-grade students in Kentucky was 149. This was not found to be significantly different[1] from the average score (146) in 1998.
- Kentucky's average score (149) was not found to be significantly different from that of the nation's public schools (152).
- Students' average scale scores in Kentucky were higher than those in 15 jurisdictions[2], not significantly different from those in 15 jurisdictions, and lower than those in 16 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 25 percent. This percentage was not found to be significantly different from 1998 (21).

Student Percentage at Each Achievement Level



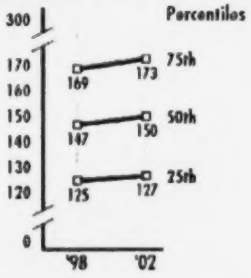
Performance of NAEP Reporting Groups in Kentucky

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	138	24	62	14	#
Female	51	161	7	57	34	2
White	90	150	15	59	25	1
Black	8	137	22	66	12	#
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	40	138	23	62	15	#
Not eligible	57	158	9	58	31	2
Information not available	3	147	17	62	21	0

Average Score Gaps Between Selected Groups

- Female students in Kentucky had an average score that was higher than that of male students (23 points). This performance gap was not significantly different from that of 1998 (22 points).
- White students had an average score that was higher than that of Black students (13 points). This performance gap was not significantly different from that of 1998 (18 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Kentucky.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 1998 (22 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

Louisiana
Grade 8
Public School

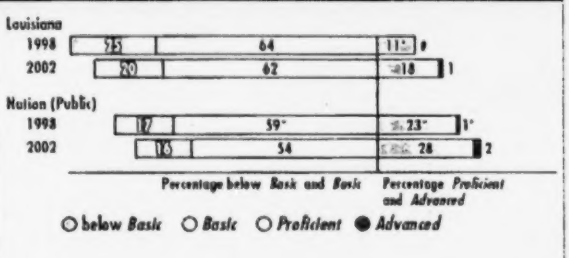
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Louisiana

- The average scale score for eighth-grade students in Louisiana was 142. This was higher[1] than the average score (136) in 1998.
- Louisiana's average score (142) was lower than that of the nation's public schools (152).
- Students' average scale scores in Louisiana were higher than those in 6 jurisdictions[2], not significantly different from those in 9 jurisdictions, and lower than those in 31 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 18 percent. This percentage was greater than 1998 (12).

Student Percentage at Each Achievement Level



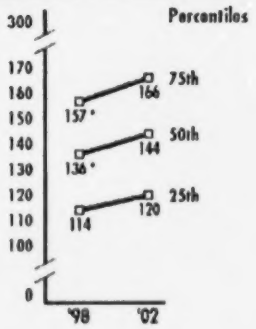
Performance of NAEP Reporting Groups in Louisiana

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	133 ↑	27	62	11 ↑	#
Female	49	152 ↑	12	62	25 ↑	1
White	53	153 ↑	11	63	26 ↑	1
Black	43	129 ↑	31	61	8 ↑	0
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	50	133 ↑	27	62	10 ↑	#
Not eligible	36	155 ↑	9	62	28 ↑	1
Information not available	14	141	21	61	17	1

Average Score Gaps Between Selected Groups

- Female students in Louisiana had an average score that was higher than that of male students (18 points). This performance gap was not significantly different from that of 1998 (17 points).
- White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 1998 (23 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Louisiana.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (19 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

Maine
Grade 8
Public School

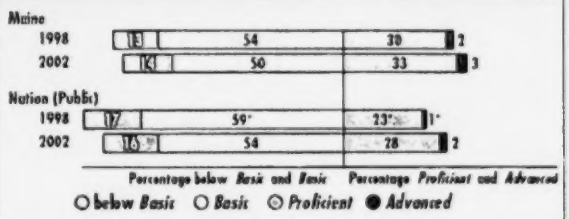
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Maine

- The average scale score for eighth-grade students in Maine was 157. This was not found to be significantly different[1] from the average score (155) in 1998.
- Maine's average score (157) was higher than that of the nation's public schools (152).
- Students' average scale scores in Maine were higher than those in 30 jurisdictions[2], not significantly different from those in 11 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 36 percent. This percentage was not found to be significantly different from 1998 (32).

Student Percentage at Each Achievement Level



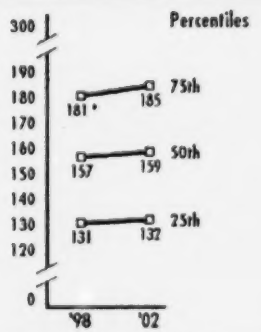
Performance of NAEP Reporting Groups in Maine

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	144	21	56	21	1
Female	51	170	7	44	44	5
White	97	157	14	50	33	3
Black	1	—	—	—	—	—
Hispanic	1	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	24	141	24	55	19	1
Not eligible	69	163	10	48	38	4
Information not available	7	153	15	56	26	3

Average Score Gaps Between Selected Groups

- Female students in Maine had an average score that was higher than that of male students (26 points). This performance gap was not significantly different from that of 1998 (26 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Maine.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Maine.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 1998 (21 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

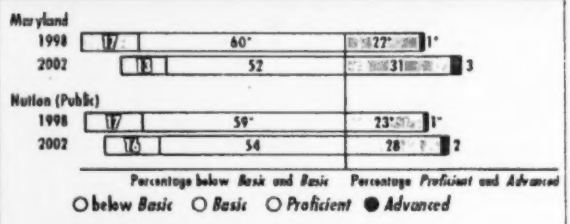
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Maryland

- The average scale score for eighth-grade students in Maryland was 157. This was higher[1] than the average score (147) in 1998.
- Maryland's average score (157) was higher than that of the nation's public schools (152).
- Students' average scale scores in Maryland were higher than those in 30 jurisdictions[2], not significantly different from those in 11 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 35 percent. This percentage was greater than 1998 (23).

Student Percentage at Each Achievement Level



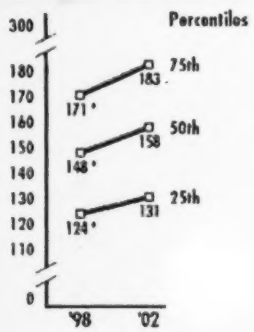
Performance of NAEP Reporting Groups in Maryland

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	48	147 ↑	19	56	24 ↑	1
Female	52	166 ↑	8	48 ↓	38 ↑	5 ↑
White	55	167 ↑	8	47 ↓	40 ↑	5 ↑
Black	34	140 ↑	22	61	16 ↑	1
Hispanic	5	143	21	56	23	1
Asian/Pacific Islander	5	172	8	38	50	4
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	26	139 ↑	23	60	16 ↑	1
Not eligible	71	164 ↑	10	49 ↓	37 ↑	4 ↑
Information not available	2	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Maryland had an average score that was higher than that of male students (19 points). This performance gap was not significantly different from that of 1998 (21 points).
- White students had an average score that was higher than that of Black students (27 points). This performance gap was not significantly different from that of 1998 (26 points).
- White students had an average score that was higher than that of Hispanic students (24 points). This performance gap was not significantly different from that of 1998 (18 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of 1998 (28 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

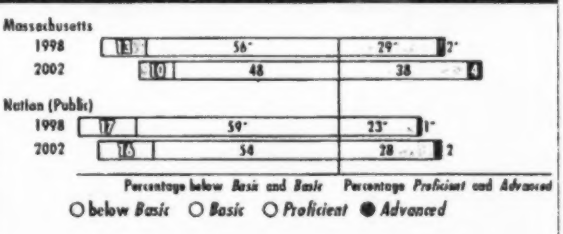
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Massachusetts

- The average scale score for eighth-grade students in Massachusetts was 163. This was higher[1] than the average score (155) in 1998.
- Massachusetts' average score (163) was higher than that of the nation's public schools (152).
- Students' average scale scores in Massachusetts were higher than those in 41 jurisdictions[2], and not significantly different from those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 42 percent. This percentage was greater than 1998 (31).

Student Percentage at Each Achievement Level



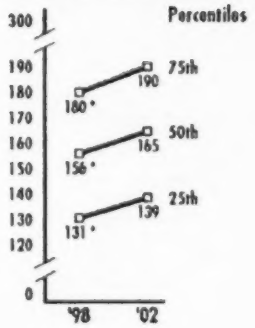
Performance of NAEP Reporting Groups in Massachusetts

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	53	155 ↑	13	55 ↓	30 ↑	2
Female	47	173 ↑	6	41 ↓	46 ↑	7
White	75	171 ↑	5	46 ↓	44 ↑	5 ↑
Black	9	139	25	57	18	1
Hispanic	10	132	27	63	10	#
Asian/Pacific Islander	5	167	10	45	38	7
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	29	141 ↑	22	58	19 ↑	1
Not eligible	69	173 ↑	5 ↓	44 ↓	46 ↑	6 ↑
Information not available	2	161	6	64	27	3

Average Score Gaps Between Selected Groups

- Female students in Massachusetts had an average score that was higher than that of male students (18 points). This performance gap was not significantly different from that of 1998 (22 points).
- White students had an average score that was higher than that of Black students (32 points). This performance gap was not significantly different from that of 1998 (26 points).
- White students had an average score that was higher than that of Hispanic students (39 points). This performance gap was not significantly different from that of 1998 (38 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (32 points). This performance gap was not significantly different from that of 1998 (31 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

Michigan
Grade 8
Public School

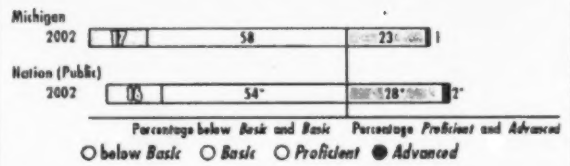
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Michigan

- The average scale score for eighth-grade students in Michigan was 147.
- Michigan's average score (147) was lower[1] than that of the nation's public schools (152).
- Students' average scale scores in Michigan were higher than those in 13 jurisdictions[2], not significantly different from those in 14 jurisdictions, and lower than those in 19 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 24 percent. The percentage of students who performed at or above the *Basic* level was 83 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Michigan

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	137	24	61	14 ↓	#
Female	48	158 ↓	10	56 ↑	33	2 ↓
White	77	152 ↓	14	58 ↑	28 ↓	1 ↓
Black	18	130	31	60	9	#
Hispanic	2	—	—	—	—	—
Asian/Pacific Islander	2	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	34	137	26	58	16	#
Not eligible	60	154 ↓	11	59 ↑	28 ↓	1 ↓
Information not available	7	139	27	53	20	1

Average Score Gaps Between Selected Groups

- Female students in Michigan had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of the Nation (21 points).
- White students had an average score that was higher than that of Black students (22 points). This performance gap was not significantly different from that of the Nation (25 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Michigan.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was narrower than that of the Nation (25 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Michigan	*123*	*149*	*172* ↓
Nation (Public)	*127*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Michigan scored below *172*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Michigan. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

Mississippi
Grade 8
Public School

Snapshot Report

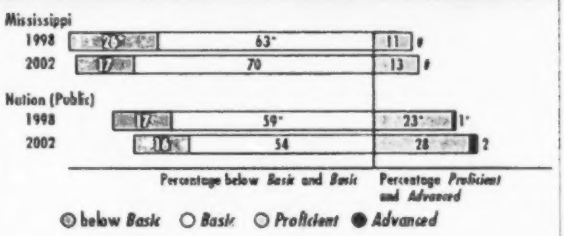
NCES 2003-532MSb

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Mississippi

- The average scale score for eighth-grade students in Mississippi was 141. This was higher[1] than the average score (134) in 1998.
- Mississippi's average score (141) was lower than that of the nation's public schools (152).
- Students' average scale scores in Mississippi were higher than those in 6 jurisdictions[2], not significantly different from those in 8 jurisdictions, and lower than those in 32 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 13 percent. This percentage was not found to be significantly different from 1998 (11).

Student Percentage at Each Achievement Level



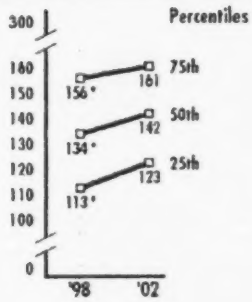
Performance of NAEP Reporting Groups in Mississippi

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	132 ↑	25 ↓	69 ↑	6	#
Female	51	150 ↑	9 ↓	71	20	#
White	52	149	11 ↓	70	20	#
Black	47	132 ↑	24 ↓	70 ↑	6	#
Hispanic	#	—	—	—	—	—
Asian/Pacific Islander	#	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	58	134 ↑	23 ↓	70 ↑	7	#
Not eligible	36	152 ↑	8 ↓	69	23	#
Information not available	6	143	15	71	14	0

Average Score Gaps Between Selected Groups

- Female students in Mississippi had an average score that was higher than that of male students (19 points). This performance gap was not significantly different from that of 1998 (18 points).
- White students had an average score that was higher than that of Black students (17 points). This performance gap was not significantly different from that of 1998 (22 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Mississippi.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was not significantly different from that of 1998 (20 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

Missouri
Grade 8
Public School

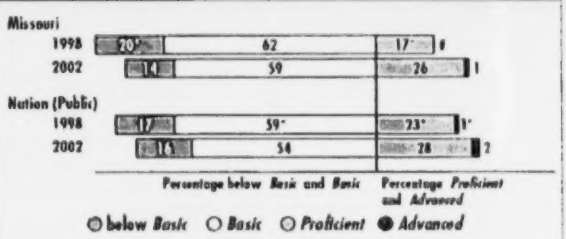
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Missouri

- The average scale score for eighth-grade students in Missouri was 151. This was higher[1] than the average score (142) in 1998.
- Missouri's average score (151) was not found to be significantly different from that of the nation's public schools (152).
- Students' average scale scores in Missouri were higher than those in 17 jurisdictions[2], not significantly different from those in 17 jurisdictions, and lower than those in 12 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 27 percent. This percentage was greater than 1998 (17).

Student Percentage at Each Achievement Level



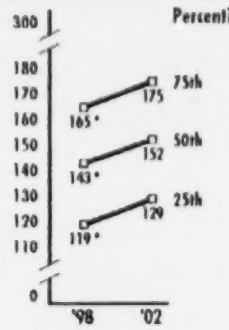
Performance of NAEP Reporting Groups in Missouri

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	140 ↑	21 ↓	63	15 ↑	#
Female	50	161 ↑	7 ↓	55 ↓	36 ↑	2
White	81	153 ↑	13 ↓	58	28 ↑	1 ↑
Black	16	139 ↑	20 ↓	67	13	#
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	30	137 ↑	23 ↓	65	12 ↑	#
Not eligible	65	157 ↑	11 ↓	56 ↓	32 ↑	1 ↑
Information not available	6	150	11	66	22	#

Average Score Gaps Between Selected Groups

- Female students in Missouri had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of 1998 (23 points).
- White students had an average score that was higher than that of Black students (15 points). This performance gap was not significantly different from that of 1998 (21 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Missouri.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 1998 (20 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

Montana
Grade 8
Public School

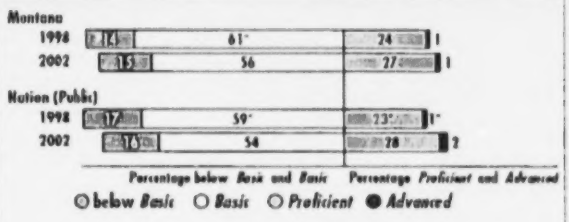
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Montana

- The average scale score for eighth-grade students in Montana was 152. This was not found to be significantly different[1] from the average score (150) in 1998.
- Montana's average score (152) was not found to be significantly different from that of the nation's public schools (152).
- Students' average scale scores in Montana were higher than those in 19 jurisdictions[2], not significantly different from those in 15 jurisdictions, and lower than those in 12 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 29 percent. This percentage was not found to be significantly different from 1998 (25).

Student Percentage at Each Achievement Level



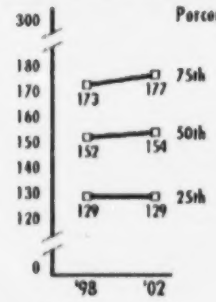
Performance of NAEP Reporting Groups in Montana

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	53	137	24	63	14	#
Female	47	168	6	48 ↓	43	3
White	84	155	13	55 ↓	30	2
Black	1	—	—	—	—	—
Hispanic	2	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	12	129	34	56	9	#
Free/reduced-priced school lunch						
Eligible	31	135	27	59	13	#
Not eligible	67	159	10	54	34	2
Information not available	2	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Montana had an average score that was higher than that of male students (31 points). This performance gap was wider than that of 1998 (24 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Montana.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Montana.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (17 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

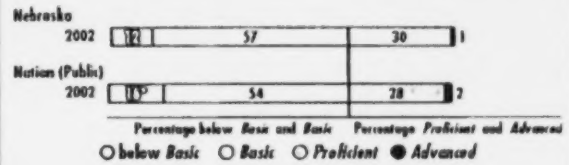
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Nebraska

- The average scale score for eighth-grade students in Nebraska was 156.
- Nebraska's average score (156) was higher[1] than that of the nation's public schools (152).
- Students' average scale scores in Nebraska were higher than those in 28 jurisdictions[2], not significantly different from those in 12 jurisdictions, and lower than those in 6 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 32 percent. The percentage of students who performed at or above the *Basic* level was 88 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Nebraska

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	145 ↑	17 ↓	63 ↑	19	#
Female	49	167 ↑	6 ↓	50	42	2
White	84	160	8 ↓	57	34	2
Black	6	131	30	60	10	0
Hispanic	7	128	35	54	11	0
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	35	141 ↑	21 ↓	61	17	1
Not eligible	63	163	6 ↓	54	38	2
Information not available	2	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Nebraska had an average score that was higher than that of male students (22 points). This performance gap was not significantly different from that of the Nation (21 points).
- White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of the Nation (25 points).
- White students had an average score that was higher than that of Hispanic students (32 points). This performance gap was not significantly different from that of the Nation (24 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of the Nation (25 points).

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution 25th Percentile	50th Percentile	75th Percentile
Nebraska	*134* ↑	*157* ↑	*179*
Nation (Public)	*127*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Nebraska scored below *179*.

Percentage rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Nebraska.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

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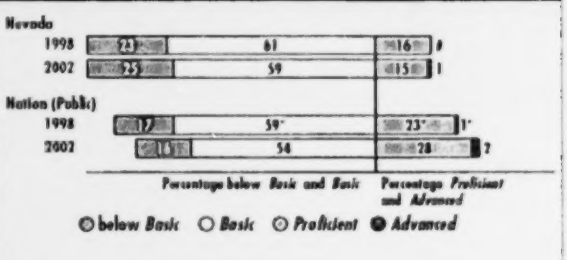
Overall Writing Results for Nevada

- The average scale score for eighth-grade students in Nevada was 137. This was not found to be significantly different[1] from the average score (140) in 1998.
- Nevada's average score (137) was lower than that of the nation's public schools (152).
- Students' average scale scores in Nevada were higher than those in 4 jurisdictions[2], not significantly different from those in 2 jurisdictions, and lower than those in 40 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 16 percent. This percentage was not found to be significantly different from 1998 (17).

Student Percentage at Each Achievement Level



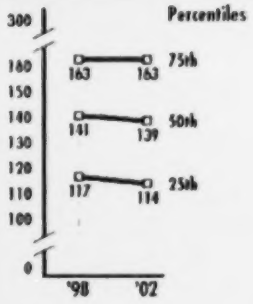
Performance of NAEP Reporting Groups in Nevada

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	125 ↓	37	55	8	#
Female	48	151	13	62	24	1
White	60	143	19	61	19	1
Black	10	128	33	59	8	#
Hispanic	22	123	39	54	7	#
Asian/Pacific Islander	7	149	18	54	27	1
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	28	121	41	52	7	#
Not eligible	62	144	19	62	18	1
Information not available	9	143	21	56	22	#

Average Score Gaps Between Selected Groups

- Female students in Nevada had an average score that was higher than that of male students (26 points). This performance gap was wider than that of 1998 (19 points).
- White students had an average score that was higher than that of Black students (15 points). This performance gap was not significantly different from that of 1998 (13 points).
- White students had an average score that was higher than that of Hispanic students (20 points). This performance gap was not significantly different from that of 1998 (22 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 1998 (21 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

New Mexico
Grade 8
Public School

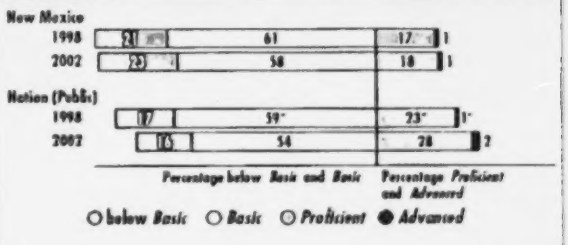
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for New Mexico

- The average scale score for eighth-grade students in New Mexico was 140. This was not found to be significantly different[1] from the average score (141) in 1998.
- New Mexico's average score (140) was lower than that of the nation's public schools (152).
- Students' average scale scores in New Mexico were higher than those in 4 jurisdictions[2], not significantly different from those in 9 jurisdictions, and lower than those in 33 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 18 percent. This percentage was not found to be significantly different from 1998 (18).

Student Percentage at Each Achievement Level



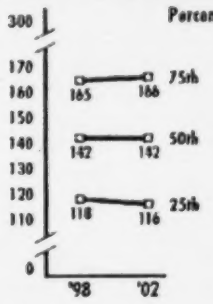
Performance of NAEP Reporting Groups in New Mexico

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	130	32	59	9	#
Female	49	152	14	58	26	1
White	36	152	15	56	27	1
Black	2	—	—	—	—	—
Hispanic	47	134	28	59	12	#
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	13	131	29	62	9	#
Free/reduced-priced school lunch						
Eligible	51	131	30	58	11	#
Not eligible	29	153	14	58	27	1
Information not available	20	145	19	59	21	1

Average Score Gaps Between Selected Groups

- Female students in New Mexico had an average score that was higher than that of male students (22 points). This performance gap was not significantly different from that of 1998 (21 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in New Mexico.
- White students had an average score that was higher than that of Hispanic students (19 points). This performance gap was not significantly different from that of 1998 (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of 1998 (20 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

New York
Grade 8
Public School

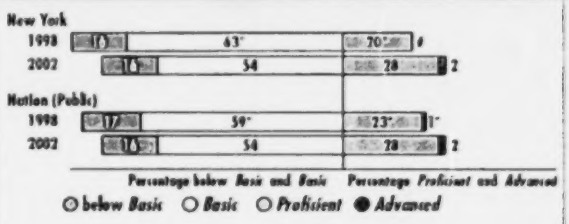
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for New York

- The average scale score for eighth-grade students in New York was 151. This was higher[1] than the average score (146) in 1998.
- New York's average score (151) was not found to be significantly different from that of the nation's public schools (152).
- Students' average scale scores in New York were higher than those in 17 jurisdictions[2], not significantly different from those in 18 jurisdictions, and lower than those in 11 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 30 percent. This percentage was greater than 1998 (21).

Student Percentage at Each Achievement Level



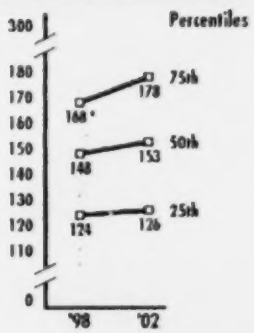
Performance of NAEP Reporting Groups in New York

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	142	22	58 ↓	19 ↑	1
Female	48	162 ↑	10	50 ↓	37 ↑	3 ↑
White	55	163 ↑	8	50 ↓	39 ↑	3 ↑
Black	21	134	27	61	12	#
Hispanic	17	133	29	60	11	#
Asian/Pacific Islander	6	155	14	52	31	3
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	37	134	27	60	13	#
Not eligible	56	165 ↑	8	50 ↓	39 ↑	3 ↑
Information not available	8	136 ↓	30 ↑	53	17	#

Average Score Gaps Between Selected Groups

- Female students in New York had an average score that was higher than that of male students (20 points). This performance gap was not significantly different from that of 1998 (15 points).
- White students had an average score that was higher than that of Black students (30 points). This performance gap was not significantly different from that of 1998 (25 points).
- White students had an average score that was higher than that of Hispanic students (30 points). This performance gap was not significantly different from that of 1998 (31 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (30 points). This performance gap was not significantly different from that of 1998 (26 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

North Carolina
Grade 8
Public School

Snapshot Report

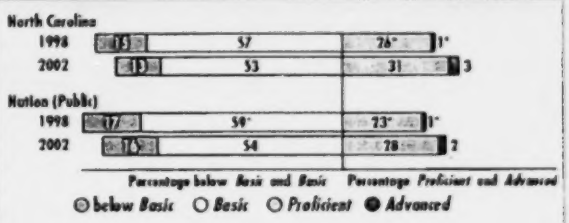
NCES 2003-537NCB

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for North Carolina

- The average scale score for eighth-grade students in North Carolina was 157. This was higher[1] than the average score (150) in 1998.
- North Carolina's average score (157) was higher than that of the nation's public schools (152).
- Students' average scale scores in North Carolina were higher than those in 30 jurisdictions[2], not significantly different from those in 11 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 34 percent. This percentage was greater than 1998 (27).

Student Percentage at Each Achievement Level



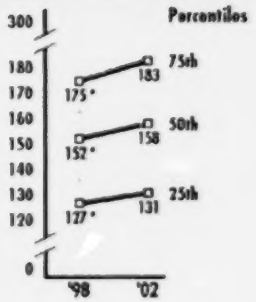
Performance of NAEP Reporting Groups in North Carolina

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	146 ↑	19	57	22	1
Female	50	167 ↑	7	48	40	5
White	63	165 ↑	8	48	39 ↑	5 ↑
Black	30	141 ↑	21	61	17 ↑	1
Hispanic	4	132	34	50	16	#
Asian/Pacific Islander	2	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	38	142 ↑	21 ↓	60	19 ↑	1
Not eligible	53	166 ↑	8	48	39	5
Information not available	9	164	8	51	37	5

Average Score Gaps Between Selected Groups

- Female students in North Carolina had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of 1998 (21 points).
- White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 1998 (25 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in North Carolina in 1998.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (28 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State **Writing 2002**

North Dakota
Grade 8
Public School

Snapshot Report

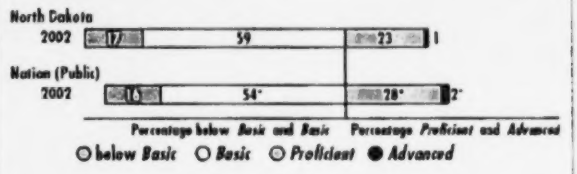
NCES 2003-535ND8

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for North Dakota

- The average scale score for eighth-grade students in North Dakota was 147.
- North Dakota's average score (147) was lower[1] than that of the nation's public schools (152).
- Students' average scale scores in North Dakota were higher than those in 13 jurisdictions[2], not significantly different from those in 9 jurisdictions, and lower than those in 24 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 24 percent. The percentage of students who performed at or above the *Basic* level was 83 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in North Dakota

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	133 ↓	27 ↑	63	11 ↓	#
Female	48	161	7	55 ↑	36	1 ↓
White	92	148 ↓	16 ↑	59 ↑	24 ↓	1 ↓
Black	1	—	—	—	—	—
Hispanic	2	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	4	125	36	57	7	0
Free/reduced-priced school lunch						
Eligible	25	134	27	58	15	#
Not eligible	74	151 ↓	14 ↑	59 ↑	26 ↓	1 ↓
Information not available	2	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in North Dakota had an average score that was higher than that of male students (28 points). This performance gap was wider than that of the Nation (21 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in North Dakota.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in North Dakota.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was narrower than that of the Nation (25 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
North Dakota	*124* ↓	*148* ↓	*171* ↓
Nation (Public)	*127*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in North Dakota scored below *171*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from North Dakota. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Ohio
Grade 8
Public School

Snapshot Report

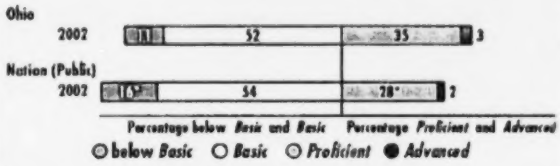
NCES 2003-532OHB

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Ohio

- The average scale score for eighth-grade students in Ohio was 160.
- Ohio's average score (160) was higher[1] than that of the nation's public schools (152).
- Students' average scale scores in Ohio were higher than those in 33 jurisdictions[2], and not significantly different from those in 13 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 38 percent. The percentage of students who performed at or above the *Basic* level was 89 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Ohio

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	150 ↑	15 ↓	59	25 ↑	1
Female	50	170 ↑	6 ↓	45	45 ↑	5
White	80	165 ↑	7 ↓	51	39 ↑	3
Black	15	133	29	57	14	1
Hispanic	2	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	24	144	22	55	22	1
Not eligible	65	167 ↑	6 ↓	50	41 ↑	3
Information not available	11	155	11	59	29	1

Average Score Gaps Between Selected Groups

- Female students in Ohio had an average score that was higher than that of male students (20 points). This performance gap was not significantly different from that of the Nation (21 points).
- White students had an average score that was higher than that of Black students (33 points). This performance gap was not significantly different from that of the Nation (25 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Ohio.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of the Nation (25 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Ohio	*138* ↑	*162* ↑	*185* ↑
Nation (Public)	*127*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Ohio scored below *185*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Ohio. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

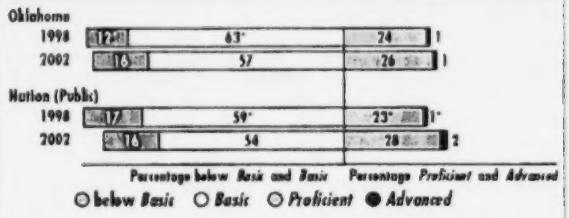
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Oklahoma

- The average scale score for eighth-grade students in Oklahoma was 150. This was not found to be significantly different[1] from the average score (152) in 1998.
- Oklahoma's average score (150) was not found to be significantly different from that of the nation's public schools (152).
- Students' average scale scores in Oklahoma were higher than those in 15 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 15 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 27 percent. This percentage was not found to be significantly different from 1998 (25).

Student Percentage at Each Achievement Level



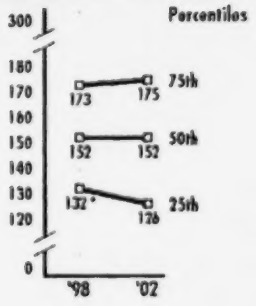
Performance of NAEP Reporting Groups in Oklahoma

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	139	23 ↑	60 ↓	16	1
Female	50	160	9 ↑	55	35	2
White	62	154	12	56	30	2
Black	11	135	27	60	13	#
Hispanic	6	135	28	58	13	#
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	18	144	19	59	21	#
Free/reduced-priced school lunch						
Eligible	45	137 ↓	25	60 ↓	15	#
Not eligible	50	159	9	55	34	2
Information not available	5	164	7	49	39	5

Average Score Gaps Between Selected Groups

- Female students in Oklahoma had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of 1998 (20 points).
- White students had an average score that was higher than that of Black students (19 points). This performance gap was not significantly different from that of 1998 (21 points).
- White students had an average score that was higher than that of Hispanic students (20 points). This performance gap was not significantly different from that of 1998 (17 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was wider than that of 1998 (16 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of

The Nation's Report Card

State **Writing** 2002

Oregon
Grade 8
Public School

Snapshot Report

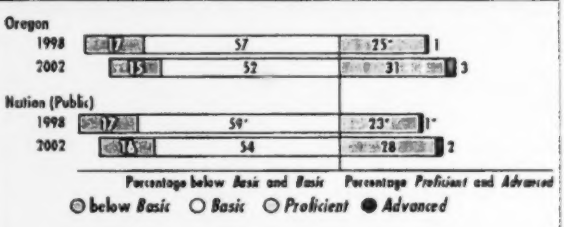
NCES 2003-532OR8

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Oregon

- The average scale score for eighth-grade students in Oregon was 155. This was higher[1] than the average score (149) in 1998.
- Oregon's average score (155) was not found to be significantly different from that of the nation's public schools (152).
- Students' average scale scores in Oregon were higher than those in 21 jurisdictions[2], not significantly different from those in 20 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 33 percent. This percentage was greater than 1998 (27).

Student Percentage at Each Achievement Level



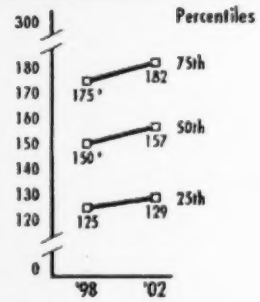
Performance of NAEP Reporting Groups in Oregon

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	53	144	22	56	22 ↑	1
Female	47	167	8	47	40	4
White	82	157 ↑	13	51	32	3
Black	2	—	—	—	—	—
Hispanic	8	133	32	51	17	1
Asian/Pacific Islander	5	162	10	48	37	4
American Indian/Alaska Native	2	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	26	135	29	55	16	1
Not eligible	63	162	11	50	36	3
Information not available	11	160	10	54	34	2

Average Score Gaps Between Selected Groups

- Female students in Oregon had an average score that was higher than that of male students (23 points). This performance gap was not significantly different from that of 1998 (23 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Oregon.
- White students had an average score that was higher than that of Hispanic students (24 points). This performance gap was not significantly different from that of 1998 (17 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of 1998 (23 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

Pennsylvania
Grade 8
Public School

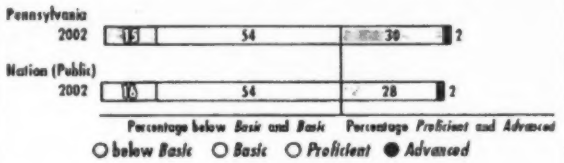
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Pennsylvania

- The average scale score for eighth-grade students in Pennsylvania was 154.
- Pennsylvania's average score (154) was not found to be significantly different[1] from that of the nation's public schools (152).
- Students' average scale scores in Pennsylvania were higher than those in 23 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 32 percent. The percentage of students who performed at or above the *Basic* level was 85 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Pennsylvania

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	144	21	57	21	1
Female	49	165	8	50	39	3
White	81	160	10	53	34	3
Black	13	124 ↓	38 ↑	55	7 ↓	#
Hispanic	4	133	25	66	9 ↓	0
Asian/Pacific Islander	3	154	11	59	29	1
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	30	131 ↓	31 ↑	57	12 ↓	#
Not eligible	69	165	7 ↓	52	38	3
Information not available	#	---	---	---	---	---

Average Score Gaps Between Selected Groups

- Female students in Pennsylvania had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of the Nation (21 points).
- White students had an average score that was higher than that of Black students (36 points). This performance gap was wider than that of the Nation (25 points).
- White students had an average score that was higher than that of Hispanic students (27 points). This performance gap was not significantly different from that of the Nation (24 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (33 points). This performance gap was wider than that of the Nation (25 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Pennsylvania	*131* ↑	*157* ↑	*180*
Nation (Public)	*127*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Pennsylvania scored below *180*.

Percentage rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Pennsylvania.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

Rhode Island
Grade 8
Public School

Snapshot Report

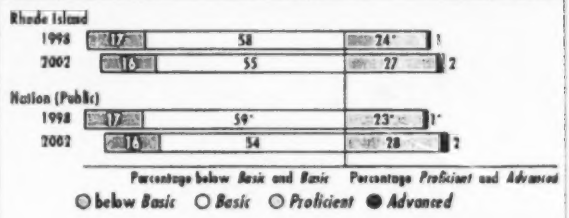
NCES 2003-531R-8

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Rhode Island

- The average scale score for eighth-grade students in Rhode Island was 151. This was higher[1] than the average score (148) in 1998.
- Rhode Island's average score (151) was not found to be significantly different from that of the nation's public schools (152).
- Students' average scale scores in Rhode Island were higher than those in 20 jurisdictions[2], not significantly different from those in 14 jurisdictions, and lower than those in 12 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 29 percent. This percentage was greater than 1998 (25).

Student Percentage at Each Achievement Level



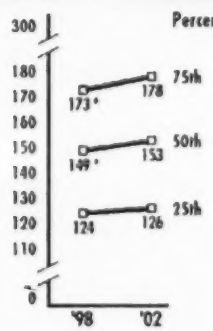
Performance of NAEP Reporting Groups in Rhode Island

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	143 ↑	21	58	20	1
Female	48	160	10	52	34	3
White	75	158 ↑	12	53	33 ↑	3
Black	9	133	26	64	10	#
Hispanic	13	128	32	59	9	#
Asian/Pacific Islander	2	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	24	136	25	62	13	#
Not eligible	60	161 ↑	10	52	35 ↑	3
Information not available	16	139	25	57	17	1

Average Score Gaps Between Selected Groups

- Female students in Rhode Island had an average score that was higher than that of male students (18 points). This performance gap was not significantly different from that of 1998 (19 points).
- White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1998 (20 points).
- White students had an average score that was higher than that of Hispanic students (29 points). This performance gap was not significantly different from that of 1998 (32 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of 1998 (24 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

South Carolina
Grade 8
Public School

Snapshot Report

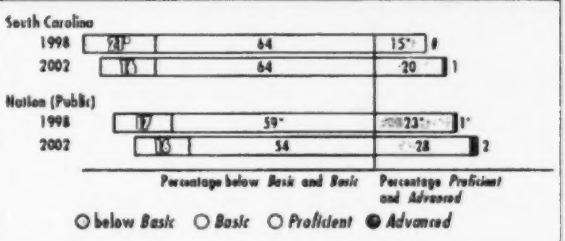
NCES 2003-529CB

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for South Carolina

- The average scale score for eighth-grade students in South Carolina was 146. This was higher[1] than the average score (140) in 1998.
- South Carolina's average score (146) was lower than that of the nation's public schools (152).
- Students' average scale scores in South Carolina were higher than those in 12 jurisdictions[2], not significantly different from those in 10 jurisdictions, and lower than those in 24 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 20 percent. This percentage was greater than 1998 (15).

Student Percentage at Each Achievement Level



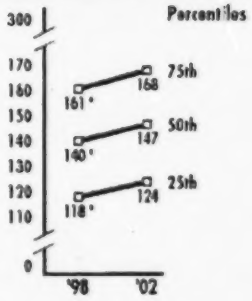
Performance of NAEP Reporting Groups in South Carolina

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	137 ↑	22 ↓	67	11 ↑	#
Female	50	155 ↑	10	61	28 ↑	1
White	56	155 ↑	10	62	27 ↑	1
Black	42	135 ↑	24 ↓	66	9 ↑	#
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	45	134 ↑	25 ↓	66	9 ↑	#
Not eligible	51	157 ↑	9	61	29 ↑	1
Information not available	4	146	13	69	18	#

Average Score Gaps Between Selected Groups

- Female students in South Carolina had an average score that was higher than that of male students (18 points). This performance gap was not significantly different from that of 1998 (21 points).
- White students had an average score that was higher than that of Black students (20 points). This performance gap was not significantly different from that of 1998 (22 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in South Carolina.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (23 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

Tennessee
Grade 8
Public School

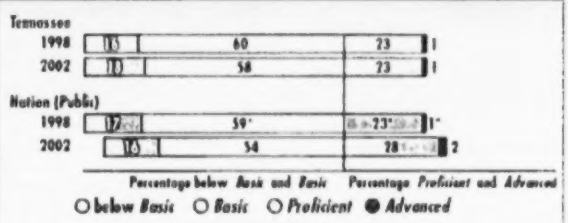
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Tennessee

- The average scale score for eighth-grade students in Tennessee was 148. This was not found to be significantly different[1] from the average score (148) in 1998.
- Tennessee's average score (148) was lower than that of the nation's public schools (152).
- Students' average scale scores in Tennessee were higher than those in 13 jurisdictions[2], not significantly different from those in 13 jurisdictions, and lower than those in 20 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 24 percent. This percentage was not found to be significantly different from 1998 (24).

Student Percentage at Each Achievement Level



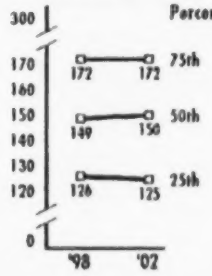
Performance of NAEP Reporting Groups in Tennessee

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	137	25	61	13	#
Female	49	159	10	55	33	2
White	77	152	14	59	26	1
Black	20	132	31	57	12	#
Hispanic	2	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	38	131	31	56	12	#
Not eligible	52	160	8	59	32	2
Information not available	10	146	17	63	19	1

Average Score Gaps Between Selected Groups

- Female students in Tennessee had an average score that was higher than that of male students (22 points). This performance gap was not significantly different from that of 1998 (19 points).
- White students had an average score that was higher than that of Black students (20 points). This performance gap was not significantly different from that of 1998 (23 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Tennessee.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of 1998 (20 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. † Statistically significantly higher than 1998. ‡ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

Texas
Grade 8
Public School

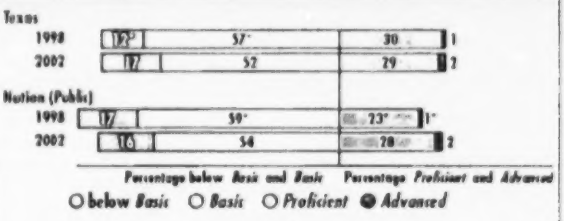
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Texas

- The average scale score for eighth-grade students in Texas was 152. This was not found to be significantly different[1] from the average score (154) in 1998.
- Texas' average score (152) was not found to be significantly different from that of the nation's public schools (152).
- Students' average scale scores in Texas were higher than those in 18 jurisdictions[2], not significantly different from those in 17 jurisdictions, and lower than those in 11 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 31 percent. This percentage was not found to be significantly different from 1998 (31).

Student Percentage at Each Achievement Level



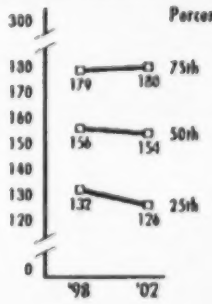
Performance of NAEP Reporting Groups in Texas

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	141	23 ↑	56 ↓	20	1
Female	50	162	10 ↑	49	38	3
White	44	168	7	46	42	4
Black	12	140	23	57	19	1
Hispanic	40	137	26	57	17	1
Asian/Pacific Islander	3	156	10	60	28	2
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	45	137	25	59	15	#
Not eligible	48	166	9	46	41	4 ↑
Information not available	7	155	14	52	32	2

Average Score Gaps Between Selected Groups

- Female students in Texas had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of 1998 (21 points).
- White students had an average score that was higher than that of Black students (28 points). This performance gap was not significantly different from that of 1998 (17 points).
- White students had an average score that was higher than that of Hispanic students (31 points). This performance gap was wider than that of 1998 (20 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was wider than that of 1998 (22 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State **Writing 2002**

Utah
Grade 8
Public School

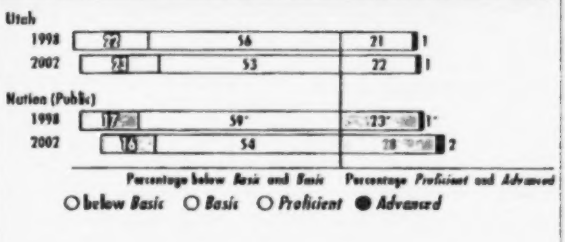
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Utah

- The average scale score for eighth-grade students in Utah was 143. This was not found to be significantly different[1] from the average score (143) in 1998.
- Utah's average score (143) was lower than that of the nation's public schools (152).
- Students' average scale scores in Utah were higher than those in 6 jurisdictions[2], not significantly different from those in 8 jurisdictions, and lower than those in 32 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 23 percent. This percentage was not found to be significantly different from 1998 (21).

Student Percentage at Each Achievement Level



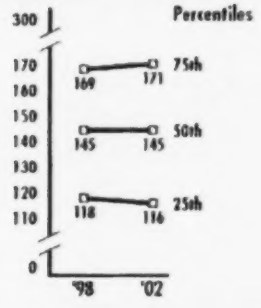
Performance of NAEP Reporting Groups in Utah

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	131	32	55	13	#
Female	49	155	14	52 ↓	32	2
White	86	146	20	55	24	1
Black	1	---	---	---	---	---
Hispanic	8	119	47	43	10	#
Asian/Pacific Islander	3	139	24	59	16	1
American Indian/Alaska Native	2	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	24	125	39	51	10	#
Not eligible	66	150	17	54	27	2
Information not available	9	141	24	55	19	2

Average Score Gaps Between Selected Groups

- Female students in Utah had an average score that was higher than that of male students (24 points). This performance gap was not significantly different from that of 1998 (25 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Utah.
- White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was not significantly different from that of 1998 (27 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was wider than that of 1998 (16 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State **Writing** 2002

Vermont
Grade 8
Public School

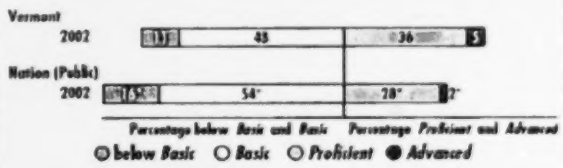
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Vermont

- The average scale score for eighth-grade students in Vermont was 163.
- Vermont's average score (163) was higher[1] than that of the nation's public schools (152).
- Students' average scale scores in Vermont were higher than those in 41 jurisdictions[2], and not significantly different from those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 41 percent. The percentage of students who performed at or above the *Basic* level was 89 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Vermont

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	151 ↑	16 ↓	56	26 ↑	2
Female	48	175 ↑	6 ↓	39 ↓	47 ↑	8 ↑
White	96	163 ↑	11	47 ↓	37	5 ↑
Black	1	—	—	—	—	—
Hispanic	#	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	21	144 ↑	24	52	23 ↑	1
Not eligible	78	168 ↑	8	47 ↓	40 ↑	6 ↑
Information not available	1	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Vermont had an average score that was higher than that of male students (24 points). This performance gap was not significantly different from that of the Nation (21 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Vermont.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Vermont.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of the Nation (25 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Vermont	*138* ↑	*165* ↑	*190* ↑
Nation (Public)	*127*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Vermont scored below *190*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Vermont. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Virginia
Grade 8
Public School

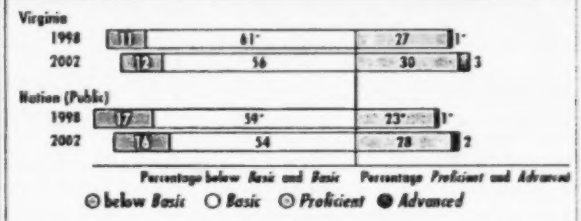
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Virginia

- The average scale score for eighth-grade students in Virginia was 157. This was not found to be significantly different[1] from the average score (153) in 1998.
- Virginia's average score (157) was higher than that of the nation's public schools (152).
- Students' average scale scores in Virginia were higher than those in 30 jurisdictions[2], not significantly different from those in 11 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 32 percent. This percentage was greater than 1998 (27).

Student Percentage at Each Achievement Level



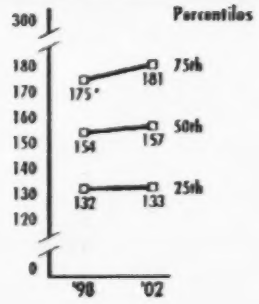
Performance of NAEP Reporting Groups in Virginia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	146	18	60 ↓	21	1
Female	49	167	6	52	38	4 ↑
White	66	162	9	52 ↓	35	4 ↑
Black	24	140	20	66	14	#
Hispanic	4	146	16	64	20	0
Asian/Pacific Islander	4	171	4	49	42	5
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	26	140	22	62	16	1
Not eligible	70	162	8	54	35	3 ↑
Information not available	3	166	11	44	39	5

Average Score Gaps Between Selected Groups

- Female students in Virginia had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of 1998 (20 points).
- White students had an average score that was higher than that of Black students (22 points). This performance gap was not significantly different from that of 1998 (18 points).
- White students had an average score that was higher than that of Hispanic students (16 points). This performance gap was not significantly different from that of 1998 (7 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (23 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

Virgin Islands, Grade 8, Public School

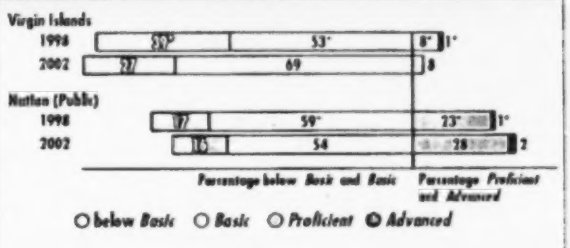
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Virgin Islands

- The average scale score for eighth-grade students in Virgin Islands was 128. This was not found to be significantly different[1] from the average score (124) in 1998.
- Virgin Islands' average score (128) was lower than that of the nation's public schools (152).
- Students' average scale scores in Virgin Islands were higher than those in 1 jurisdiction, not significantly different from those in 2 jurisdictions[2], and lower than those in 43 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 3 percent. This percentage was smaller than 1998 (9).

Student Percentage at Each Achievement Level



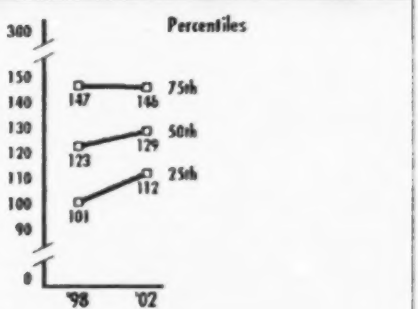
Performance of NAEP Reporting Groups in Virgin Islands

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	47	124	34 ↓	64 ↑	2	0
Female	53	133	21	74 ↑	5	0
White	#	—	—	—	—	—
Black	85	128	27	69 ↑	4	0
Hispanic	12	128	29	69	2	0
Asian/Pacific Islander	0	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	99	128	27 ↓	69 ↑	4	0
Not eligible	0	—	—	—	—	—
Information not available	1	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Virgin Islands had an average score that was higher than that of male students (9 points). This performance gap was not significantly different from that of 1998 (17 points).
- The sample size was not sufficient to permit a reliable estimate for White students compared to Black students in Virgin Islands.
- The sample size was not sufficient to permit a reliable estimate for White students compared to Hispanic students in Virgin Islands.
- The sample size was not sufficient to permit a reliable estimate for Students who were not eligible for free/reduced-price school lunch compared to students who were eligible in Virgin Islands.

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

Washington
Grade 8
Public School

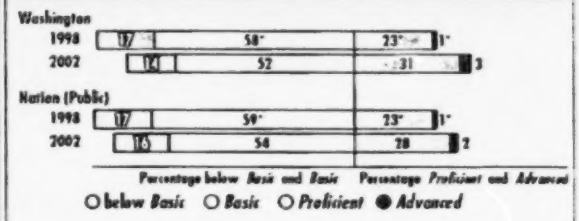
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Washington

- The average scale score for eighth-grade students in Washington was 155. This was higher[1] than the average score (148) in 1998.
- Washington's average score (155) was not found to be significantly different from that of the nation's public schools (152).
- Students' average scale scores in Washington were higher than those in 23 jurisdictions[2], not significantly different from those in 18 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 34 percent. This percentage was greater than 1998 (25).

Student Percentage at Each Achievement Level



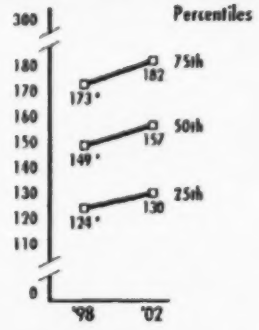
Performance of NAEP Reporting Groups in Washington

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	146 ↑	19 ↓	57	23 ↑	1
Female	48	165 ↑	9	46 ↓	40 ↑	5
White	79	158 ↑	13	51 ↓	34 ↑	3
Black	4	142	18	62	18	1
Hispanic	7	137 ↑	27	58	14	1
Asian/Pacific Islander	8	156	14	51	32	3
American Indian/Alaska Native	2	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	22	141 ↑	23 ↓	56	20 ↑	1
Not eligible	56	161 ↑	10	50	36 ↑	4
Information not available	22	153	16	52	30	2

Average Score Gaps Between Selected Groups

- Female students in Washington had an average score that was higher than that of male students (20 points). This performance gap was not significantly different from that of 1998 (22 points).
- White students had an average score that was higher than that of Black students (16 points). This performance gap was not significantly different from that of 1998 (20 points).
- White students had an average score that was higher than that of Hispanic students (21 points). This performance gap was narrower than that of 1998 (34 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 1998 (25 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The Nation's Report Card

State Writing 2002

West Virginia
Grade 8
Public School

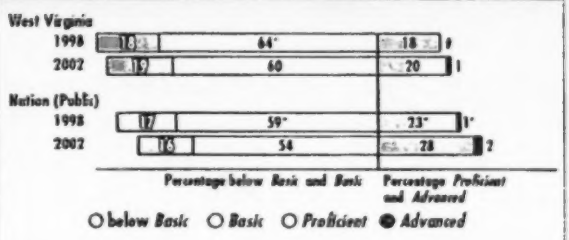
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for West Virginia

- The average scale score for eighth-grade students in West Virginia was 144. This was not found to be significantly different[1] from the average score (144) in 1998.
- West Virginia's average score (144) was lower than that of the nation's public schools (152).
- Students' average scale scores in West Virginia were higher than those in 7 jurisdictions[2], not significantly different from those in 12 jurisdictions, and lower than those in 27 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 21 percent. This percentage was not found to be significantly different from 1998 (18).

Student Percentage at Each Achievement Level



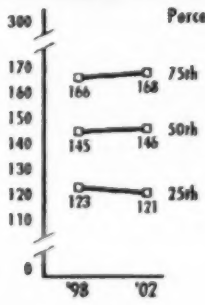
Performance of NAEP Reporting Groups in West Virginia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	132	29	61	11	#
Female	49	157	10	59	30	1
White	95	145	19	60	20	1
Black	4	136	25	62	13	0
Hispanic	#	—	—	—	—	—
Asian/Pacific Islander	#	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	44	134	27	62	12	#
Not eligible	55	153	13	59	27	1
Information not available	1	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in West Virginia had an average score that was higher than that of male students (24 points). This performance gap was not significantly different from that of 1998 (22 points).
- White students had an average score that was not found to be significantly different from that of Black students. White students had an average score that was not found to be significantly different from Black students in 1998.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in West Virginia.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was not significantly different from that of 1998 (19 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2002. ↑ Statistically significantly higher than 1998. ↓ Statistically significantly lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

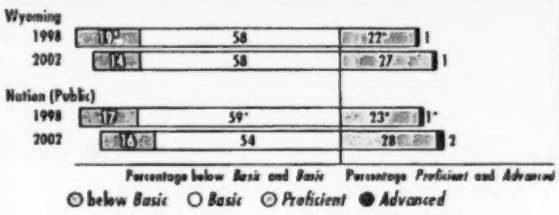
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Wyoming

- The average scale score for eighth-grade students in Wyoming was 151. This was higher[1] than the average score (146) in 1998.
- Wyoming's average score (151) was not found to be significantly different from that of the nation's public schools (152).
- Students' average scale scores in Wyoming were higher than those in 20 jurisdictions[2], not significantly different from those in 14 jurisdictions, and lower than those in 12 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 28 percent. This percentage was greater than 1998 (23).

Student Percentage at Each Achievement Level



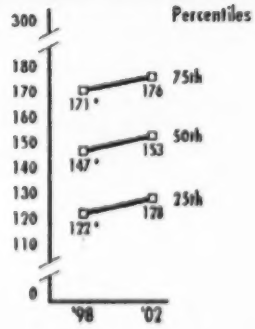
Performance of NAEP Reporting Groups in Wyoming

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	140 ↑	22 ↓	63	15	#
Female	49	164	7	53	38	2
White	88	153 ↑	13 ↓	57	28 ↑	1
Black	2	---	---	---	---	---
Hispanic	7	138	21	67	12	#
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	3	134	28	59	13	#
Free/reduced-priced school lunch						
Eligible	32	140	22	60	18	#
Not eligible	65	157 ↑	11 ↓	57	31 ↑	2
Information not available	3	151	10	67	23	#

Average Score Gaps Between Selected Groups

- Female students in Wyoming had an average score that was higher than that of male students (24 points). This performance gap was not significantly different from that of 1998 (27 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Wyoming.
- White students had an average score that was higher than that of Hispanic students (15 points). This performance gap was not significantly different from that of 1998 (11 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was not significantly different from that of 1998 (12 points).

Writing Scale Scores at Selected Percentiles



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[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

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